



TEACHING
SCHOOL
ALLIANCE

KYRA JOURNAL

APRIL 2016

The Purpose of Education

 kyrateachingschool.com

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Welcome

Welcome to the latest edition of the Kyra Journal.

The last month or so has seen a wide range of announcements made about the future of education. The new education White Paper has set out the government's ambition for all schools to become academies by 2022. The role of local authorities is set to change, as is the teacher training landscape – with a new designation set to replace Qualified Teacher Status. There are also changes to the funding system and new performance measures are being introduced. This will present us with a period of significant change, some upheaval and – ultimately – a very different context for many schools.

At the same time, it is crucial that – whilst we make informed choices about the future of our schools – we maintain a strong focus on children and their learning and healthy development. In short, we must continue to lead with purpose and to foster organisations and partnerships that are purposeful in their service to children.

That is why this edition of the Kyra Journal considers what it is we are trying to achieve for our children and young people. How well are we preparing children for a global world in which skills such as co-operation, resilience, and adaptability are at a premium? How well are we creating inspiring learning communities where children and the adults that nurture them thrive? How well are we meeting our core purpose as an alliance – our ambition for all children? This must set the tone for all other discussions and debates.



I was delighted to see Kyra's response to the education select committee's inquiry into 'the purpose of education' published earlier this year. It was this inquiry that inspired us to develop the theme of 'purpose'

for this journal, and you can read Kyra's full submission here: <http://kyrateachingschool.com/wp-content/uploads/Kyra-TSA-Purpose-of-Education-Submission-Jan-2016-2.pdf>

This edition of the journal draws on just a few of the very inspiring examples of practice taking place across our schools. These examples all demonstrate 'purposeful education' in action.

I hope you find this edition inspiring too!

Warmest wishes,

Helen Barker

Dates for your diary

Starting 27th April: Outstanding Teacher Programme

For full details please see the flyer and to reserve a place please complete the booking form.

14th & 21st June: Introduction to Numicon

For primary school leaders including subject leaders. This 2-day programme will be delivered by Josh Lane, Kyra Maths SLE and OUP accredited facilitator of Numicon Professional Development in Lincolnshire.

- Day 1 14th June 9-4pm will focus on Number, Pattern and Calculating
- Day 2 21st June 9-4pm on Geometry, Measure and Statistics

£415 + VAT Kyra Members; £500 + VAT Non Kyra Members

For full details please see the flyer and to reserve a place please complete the booking form.

23rd & 24th June: Certificate of Professional Practice in Coaching & Mentoring (Part One) 5th & 6th December: Certificate of Professional Practice in Coaching & Mentoring (Part Two)

In partnership with The Education Development Trust, we are delighted to be offering the Certificate in Professional Practice in Coaching and Mentoring. The programme will be delivered by Richard Churches, Principal Adviser – Research and Evidence Based practice for the Education Development Trust. This highly interactive training is aimed at school leaders and teachers who are either new to coaching or who have some experience.

There are 2 parts to the programme:

- Part 1 (23rd & 24th June 2016) is for those seeking an understanding of the basic principles and an opportunity to put into practice what they have learned.
- Part 2 (5th & 6th December 2016) is for those seeking certification

Cost Part 1 only – Non Kyra Members £475 + VAT & Kyra Members £405 + VAT.

Part 1 & Part 2 – Non Kyra Members £850 + VAT & Kyra Members £720 + VAT. For full details please see the flyer and to reserve a place please complete the booking form.

To book on any of these events please visit <http://kyrateachingschool.com/products/cpd-2015-2016/> where you will find the flyers and booking forms. If you have any queries please contact Jude Smith by telephone on 07769661479 or by email Kyra@lincolnmountstreet.lincs.sch.uk

Broadening horizons

Education is as much about broadening children's horizons and instilling a love of learning as it is about the '3Rs'. But what does that actually look like? Three Kyra heads shared their views with us.

What is the purpose of education? It was a question that Kyra Teaching School Alliance attempted to answer when representatives provided evidence for the Education Select Committee.

A key point made by the Kyra team was that "our education system should promote curiosity, resilience, wellbeing - both physical and emotional - and a love of learning that lasts throughout life."

It's an aspiration that nearly every school around the country has for their children but in plenty of cases it is clouded by other pressures. The hard accountability measures of SATS assessments, league table performance and Ofsted judgements so often trump aspects of education that are noble and important but often hard to quantify.



Ben Stephenson

No-one of course would dispute the importance of ensuring children have a good standard of literacy and numeracy, or the importance of schools being accountable and delivering education to the highest possible standard, but do we as a profession sometimes lose sight of the real purpose of education?

For Ben Stephenson, headteacher of Marton Primary School near Gainsborough, widening children's horizons through child centred projects is part of education's "ethical imperative".

"In many people's minds education is all about the 3Rs but it is much wider than that," he says. "There is something about the centrality of values and virtues, especially in primary schools. As Tim Brighouse says, of course we want children to be literate and numerate but we also want them to be inspired by their heritage and the heritage of others. Otherwise how are they going to understand their contribution to that culture?"

Ben and his team have devised some exciting learning projects at Marton that reflect those beliefs. "We did a local arts-based project which involved the whole of Key Stage 2," he explains. "I wanted the story of the community to come alive for them so that they knew about their context."

Local folk musicians visited the school to help children compose their own songs about the village's history that they performed in front of the school. One song, for example, was inspired by the story of highwayman Dick Turpin's stay at the village's Black Swan pub.

The children also planned and researched a six kilometre long heritage trail around the village. At various points along the route professionally made signs display the children's vibrant designs and information about points of interest and heritage. The signs also contain links to the school website with more information, press clippings and photos.

The project strengthened the school's links with the community, says Ben. "We now have a team of senior citizens who come into school every Friday to help the children with their reading. This was a direct result of our work with the community."

Sustainability education also has an important role at Marton. "Heritage is looking back and sustainability is looking forwards," Ben says. "For example our older children have been looking at different sources of energy and debating the best sources. They have been monitoring the levels of energy generated by our solar panels and also monitoring energy use within the school. This has led to a fifty per cent reduction in energy use in the school." Their efforts were recognised when the school was among the winners of the 2015 Ashden Sustainable School Award. The £3,000 prize money is being used to build an outdoor classroom structure.

Gathering data on the energy generated by the sun has proved to be simpler than proving a definitive link between these child centred projects and children's attainment – a frustration shared by many school leaders. Ben is studying for a Masters in Education and part of his work is to show exactly the impact of the work on attainment.

"It is hard to say categorically that standards in Year 6 have improved as a result of these projects. There has been a year on year a steady increase at Level 5 in Maths, for example, but you can't yet say that this is directly linked," he says.



Kate Rouse

A deprived area of central Lincoln might be a contrast to the rural setting of Marton but widening horizons plays just as important a part at Bishop King Church of England Primary School.

70 per cent of the school's 400 pupils have English as an additional language and many parents are low paid factory workers, living just above the breadline.

Headteacher Kate Rouse says the school places a big focus on its motto 'dream big, love God, live well' and tries hard to translate this message into practical reality.

"Dream big is about aspiration. We try and focus the children on targets, asking them to decide on what they are going to achieve today, by the end of the week, by the end of the year and by the time they leave primary school.

"It's hard for some of the children to comprehend this sometimes. Many of the children don't go anywhere on holiday and if they are lucky they will go on a bus to Skegness, so broadening their horizons is a major concern."

The school holds aspiration weeks in which local businesses and organisations like the RAF and the police visit the school to talk to the children about the world of work and show them that in order to be successful you have to achieve and work hard.

Close links with the children's home lives is also crucial in their efforts to widen aspirations, says Kate.

"We hold aspirational events to encourage parents to be better academically and we have drop in workshop sessions in conversational and transactional English. This helps to break down barriers.

“We’ve employed bilingual speakers and have a full time parent support worker who offers parents advice about routines and helps them negotiate the benefits system. We can help them to get what they need to meet their children’s needs better.”

These efforts to bring parents more closely into the school’s fold have had a big impact on the children’s attendance, which has increased from 91 per cent three years ago to 96 per cent today.

“Attainment has also improved – it is now broadly in line with national benchmarks and above for progress measures - and Ofsted recognised this when they inspected us in January and moved us from requires improvement to good. The direct link is that the longer we have the children in school the better they do. But we need the families to help us achieve that.”

Acting as a hub for the local community is also an important part of the children’s education, says Kate. The school regularly holds worship events and took part in a community outreach project organised by the Green Synergy charity as part of World Hello Day last November. The children planted pansies in pots, decorated them and took them to neighbours. “It’s about modeling activity that they can get involved in beyond school,” she says.

Kate adds: “The end result is you want your children growing up knowing that education is a lifelong process. You try to give them the skills they need in order to be responsive to new things, manage change and be resilient.

“Yes, the children do need to be strong academically but we also need to be attuned to what it is they need in 10 or 20 years time when we’ve got them through the tests. As educators we need to think about how we are going to breed the next generation of politicians, teachers and doctors as well as preparing them for those jobs that don’t exist as yet but will do in a decade’s time.”



Lesley Coulthurst

It’s clear that values translated into action runs through the DNA of Bishop King Church of England Primary and the same could be said of Toynton All Saints Primary near Spilsby.

“Each term we focus as a whole school on a different value starting with the letter R such as respect, resilience, resourcefulness, risk-taking and relationships,” says headteacher Lesley Coulthurst. “We use it as a focus for our collective worship and PSHE and it runs through the core curriculum too.

For example if a child is struggling with a new Maths method and they are thinking of giving up we’ll use it as an opportunity to talk about resilience as one of those values.

“The whole school will focus on one R each term. This term it is risk taking. We’ll also use a week in the term to look at a different aspect of that value. This term we spent a week looking at being out of your comfort zone. We looked at the feats accomplished by wire walker Philippe Petit, who walked between the World Trade Center twin towers in New York. It excited one of our reception children so much that he painted a picture of Philippe Petit at home and brought it in to show us at school.”

Toynton All Saints children take a reminder of those values with them when they leave at the end of Year 6 – each child is presented with a cuddly bear wearing a school jumper embossed with the R value that most closely represents their personality.

Toynton All Saints is also a forest school – a weekly feature of school life where its values-based approach can be put into practice.

Lesley explains: “We work in small groups of 10 consisting of children aged between 3 and 11. They build shelters, bake bread, collect wood, make fires and create stories using materials they have collected during the forest school sessions. It allows us to build up the children’s self esteem, co-operation skills and general confidence so that when they head back to the classroom they can apply these to the core curriculum.”

The emphasis on values at Toynton All Saints appears to be central to the success of the school, which went from being in a “very fractured state” on Lesley’s arrival in 2011 with a depleted pupil roll, to today when there are over 100 pupils and plans for expansion.

“We did a parent questionnaire recently and one of the responses really reminded me why we take the approach we do at this school.” Lesley adds. “It was from a mum who is a foster carer and has had children attending our school for 22 years now. She said that she would be gutted when the last of her foster children leaves and that the school had given every one of the children confidence. She said that we were a nurturing, family-oriented primary school. I think that is what we are really striving to achieve.”

Kyra’s recent submission to the Education Select Committee’s inquiry into ‘the purpose of education’, can be read here: <http://kyrateachingschool.com/kyra-publications/>



TEACHING
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KYRA TA CONFERENCE 2016 FOR PRIMARY TEACHING ASSISTANTS

TIME & DATE

Friday 2nd September 2016
9:00am to 4:00pm

LOCATION

Lincoln Carlton Academy

COST

£60 + VAT per delegate (non-members)
£50 + VAT per delegate (Kyra members)

A day of inspiration, practical support and thought-provoking content for all Primary Teaching Assistants.



“We will harness our collective professionalism, expertise, and moral purpose, to ensure no one is left behind, and every school and individual in our partnership thrives – to the benefit of all children.”

We are delighted to welcome our keynote speaker, the inspirational **Kev House** who is inspiring children and adults through keynote speaking, workshops and one to ones to take control and manage their own minds, develop self-awareness, grit and most importantly, self-love!

Delegates will be able to tailor the day to their own needs by selecting 3 from a choice of workshops with a wide range of subjects, including behaviour, attachment, phonics, maths and supporting in the early years.

To book places for your team, complete the booking form and return to us using the details below.

Kyra Teaching School Alliance, Mount Street, Lincoln, LN1 3JG

kyrateachingschool.com ☎ 07769 661479 🐦 @KYRAteaching #ambitiousforchildren

Children at the centre: reflections on the Kyra Kids' Council two years in

After two years as strand lead for Kyra's Kids' Council, Simon Clark is handing over the reins as he prepares to begin his first headship at Grimoldby Primary School. Here, we spoke to Simon about how the Kids' Council has helped to put children centre stage within the Kyra partnership – providing a powerful 'improvement' opportunity for schools and a unique opportunity for children to develop key skills for the future.



The Kyra Kids' Council began in 2014, with the intention of putting children at the heart of partnership working. "We didn't really have much of a plan beyond that" says Simon, "we knew that we wanted children to have a strong sense of belonging to a wider partnership – and particularly to a wider community of children – but there was no checklist for what the Council should achieve. Our main intention was to encourage the children to shape it."

The Council's first meeting was held at the Lincoln Guildhall, a grand building located in Lincoln city centre that hosts meetings of the city's councillors. "That environment gave the children a strong sense of being valued and also a sense of their important role as representatives of their schools. At that meeting we encouraged children to share ideas about how the Council would work and how we could make sure that we involved other children from across the county. It was completely child-led and they suggested a range of ideas – from shared activities, such as trips and competitions, to visiting one another's schools. It came to life before my eyes really!"

One of the first tasks was for the council to develop its own logo, which it did through a competition organised by the children. Events such as trips to London, a den building challenge at Toynton All Saints, and the organisation of an alliance-wide sports day – the Kyra Ignite Games – soon followed. However, one of the most impressive aspects of the Kids' Council work has emerged through the group's regular visits to schools across the alliance. "It quickly became apparent" says Simon "that the children had such powerful feedback to share with leaders and teachers when they visited schools. It all began when Our Lady of Lincoln Catholic Primary School asked the Council to do a learning walk to provide feedback on the quality of the environment and it soon became clear how valuable the exercise was. The children were honest, perceptive and really constructive in the feedback they gave to the headteacher."

Since then, the Kids' Council has visited a number of schools including Dunholme St Chads, Benjamin Adlard, Mount Street Academy, and Toynton All Saints – providing headteachers with feedback on areas such as reading provision, the thematic environment and ICT. The children have received light-touch support on providing feedback; they are encouraged to be honest and challenging yet also constructive and focused on the remit they have been given. There is also an emphasis on the older children being role models to the younger children in the Council, not least by demonstrating leadership behaviours to younger members. "Children are always honest" says

Simon, “and they are the people we serve, so their feedback does matter so much – that is why it is so highly valued by the staff in the schools we visit. The Kids’ Council is in huge demand – there is a large waiting list of schools that wish for them to visit!”

The Kids’ Council has created a strong sense of community and co-operation between children across Kyra schools. Whilst not every child can be a member of the Council, membership does rotate frequently and members are encouraged to share their experiences and learning with pupils at their ‘home’ school. What the Council does particularly well is to encourage so many of the skills and traits that children will need for the future – such as co-operation, communication and leadership skills. It also helps children to see beyond their immediate community and to mix with children from a range of backgrounds. “One of the most powerful things about this is to see the social confidence that many of the children have developed during their time in the Council” says Simon. “Children are increasingly willing to discuss ideas and interests with children that they have only just met. They are also extremely good listeners and have a strong sense of different perspectives. It’s been a privilege to lead the Kyra Council.”

If you would like to speak to Simon about the work of the Kyra Kids’ Council during the past two years, he can be contacted at: simon.clark@grimolby.lincs.sch.uk

Here is a flavour of Heads’ feedback following visits by the Kyra Kids’ Council to their schools:

“The feedback you gave was shared in our whole staff briefing. Our staff were delighted that you had been to visit and wanted to pass on their thanks as you behaved so well. Staff agreed with your feedback and want to become more confident in using a range of ICT resources in the classroom – as a result of this they have been given some more training on using Pads, including the assessment tools to use. Some more ‘clever screens’ have been put into classrooms to support teaching. We will continue to offer chances for staff to carry out more training.”

Lauren Nicoll (Mount Street Academy)

“Kyra council has been inspirational in leading improvement in our school. The feedback from the council’s visit to Benjamin Adlard was motivating and inspirational. I can’t think of any better feedback than children telling you what can be improved in your school.... To me the Kyra Council epitomises the approaches we should be taking in school. It is the children’s school not ours so who better to help us improve them. Thank you to the Kyra Kids’ Council for your support in helping me to make Benjamin Adlard a better place for the children to whom it belongs.”

Sam Coy (Benjamin Adlard)

“Our children came back buzzing from the meeting – we would love to attend again.”

Matthew Nicholson (Leadenham)

Most recent update from Simon:

On the morning of 17th March, children from Lincoln Monks Abbey, Lincoln Bishop King, Lincoln Westgate and Gainsborough Parish Schools visited Dunholme St Chads Primary School. Children were exploring the learning environment, and were tasked with looking for ways in which themes were celebrated throughout the school. As ever, all the children were an absolute delight and represented their respective schools incredibly well. The hosts from Dunholme St Chads were polite, friendly, welcoming and understandably proud of their school. Many thanks to Dunholme for hosting us, and to Suzi Balasz for organising the morning so well.

Kyra Kids' Council is a unique collaboration of children from across the alliance, who work together and meet regularly to help improve and celebrate the rich variety of experiences in our schools.

The Council goes from strength to strength, so a huge thank you to all the schools who participate, sometimes travelling quite long distances. The next event is on 19th April at Toynton All Saints Primary for an outdoor experience. If you would like further details on the work of the Council, please contact ben.carver@monksabbey.lincs.sch.uk or Jude Smith at Kyra.

Simon Clark Lead for Kyra Kids' Council



Managing change with vision and purpose

The recent announcement that all mainstream schools are to become academies is not a surprise. The Prime Minister stated in October last year that he wanted “every school an academy” and, in the same month, the Secretary of State also expressed her view that all schools would be academies by 2020. The only real surprise is the pace at which change appears to be being brought about, and we know that transformation without careful and considered implementation is always a big risk.

The advantage that the large number of new and growing academy trusts have is that they can look to those that have gone before them as a guide on what to do, and crucially, what not to do. Some academy trusts have made big strategic mistakes, often pursuing growth for growth's sake and becoming obsessed with quantity of schools and the status of their empires. It's not unusual to hear some teaching school or academy leaders introduce themselves at meetings by overly emphasising the number of schools they run or work with. You know then that you may well have a problem!

The academy trusts that are succeeding, and will succeed, are those that look deeper than numbers, flashy websites, and leadership titles. These school groups will consider both the lessons of history and the core components of successful school improvement – components that are not entirely dependent on the structures or descriptions found in policy papers and ministerial announcements.

Academy trusts at the start (and sometimes midway through) their journey should carefully consider their *raison d'être*. They must think very carefully about 'why' they do what they do – reflecting on the values and ethos that underpins their work and motivates their development. As Simon Sinek tells us, the best organisations enthuse others and bring people with them because they are not obsessed with 'what' they do, or even 'how' they do it. These organisations focus on the 'why' – the hearts and minds component that drives the behaviours of each and every one of us. The best people want to work for these organisations, they are emotional stakeholders in them, and that is a big factor in why the success of academies and academy trusts depends on their values.

However, this is about more than creating a statement to put on the website and roll out at conferences every now and again. Pinning down the 'why' and then embedding it, through a process that involves staff, children, trustees, the community and indeed other schools, is essential to building strong relationships and the foundations of good strategic planning. These two elements are at the root of educational improvement in academy trusts.

A clear 'why' also allows for better long term decision making in areas such as which schools to take on as partners through to who to appoint as the chair of a local governing body. When we work with new and developing academy trusts, we ask them to consider – with a range of stakeholders – the 'non-negotiables' of what they do. Leaders, staff, the community and schools listen to one another, they share their hopes, ambitions and priorities for education. They go beyond the distractions of structures and become much more clear about their collective purpose and the

direction they wish to go in. The structures and the processes are then developed around these ambitions and priorities. As a result of this process, leaders have a strong mandate and those around them have a strong sense of having shaped the solutions – ensuring their ‘buy in’. The strategic focus can then remain – as it always should – on educational improvement and improving children’s lives.

The non-negotiables are extremely useful for forming the ‘how’ of a trust’s development. When we run development days for academy trusts we share examples of success and examples of failure. Very often, strong protocols emerge around issues such as the pace of growth, the criteria for taking on new schools, the geographical reach of the trust, the sharing of data and performance information, internal accountability, expectations around professional development, and ambition. These discussions can often be robust and challenging, but they need to happen. Again, coming to a clear and common understanding on each of these issues and more, with reference to successful models of school improvement, is essential if leaders and teachers are to make progress.

The worry is that with the pace of change as it is, groups of schools fail to have these strategic conversations that provide such a strong basis for their future improvement and success. Will we see Las Vegas weddings for schools, brought together earnestly in the name of improvement, but without regard for their strategy and, as a result, their compatibility? Will trusts be encouraged to grow at such a pace that this again becomes the main driver for too many, leading to familiar mistakes? Will the non-negotiables of school improvement become lost in the mix – and as such, will key stakeholders such as teachers and parents become disenfranchised?

Time will tell, but it is essential that the process of converting more academies is achieved with a spirit of partnership, invitational leadership, and with a focus on what really matters when improving children’s outcomes.

Michael Pain is director of Forum Education, a consultancy providing training, research and marketing & communications for the education sector. www.forumeducation.org

Key resources & developments

Concerns over children's mental health care

The Association of School and College Leaders (ASCL) has published (5th March) the results of a survey of its members, which reveals a 'rising tide' of mental health issues among young people and a serious gap in specialist care beyond the school gates. More than half of the leaders surveyed (55 per cent) said that there had been a large increase in anxiety and stress amongst pupils over the last five years; and over 40 per cent reported a big increase in the problem of cyberbullying. Nearly two-thirds (65 per cent) of leaders said they have had challenges in obtaining mental health care from local services in their area for students who need more specialist support.

Further details can be found: http://www.ascl.org.uk/news-and-views/news_news-detail.school-leaders-voice-concerns-over-children-s-mental-health-care.html

'Best in class' summit

The Sutton Trust and the Carnegie Corporation of New York have held (9th March) their 'best in class' summit, which looked at improving social mobility through schools. During the summit, researchers from the University of Cambridge presented their research on teacher attitudes and characteristics in English schools; based on evidence from the Teaching and Learning International Survey (TALIS) 2013. The research showed that more experienced teachers are the most effective, as are teachers who spend more time on task, have organised and well managed classrooms and who use a variety of assessment approaches.

72 per cent of teachers report having formal education or training in all the subjects they are currently teaching (compared to 78 per cent in the US). 25 per cent of teachers in the lowest attaining schools taught three or more subjects; compared to 13 per cent of teachers in the highest attaining schools. Teachers in the most deprived schools spend significantly more time on administration and classroom management and consequently less time on teaching.

English teachers work more hours than teachers in other countries and are somewhat less satisfied; and more advantaged schools have teachers that are more experienced, more qualified and spend more time on teaching.

Further information on the summit can be found: <http://www.suttontrust.com/newsarchive/best-in-class-summit/>

Key stage 1 and key stage 2 teacher assessment clarification

The Standards and Testing Agency (STA) has published information for schools and local authorities to clarify the recent changes to key stage 1 and key stage 2 tests, teacher assessments and local authority moderation for 2016.

Further details can be found in the guidance: <https://www.gov.uk/government/publications/clarification-key-stage-1-and-2-teacher-assessment-and-moderation-guidance>; and in the associated news story: <https://www.gov.uk/government/news/clarification-key-stage-1-and-2-teacher-assessment-and-moderation-guidance>

Ofsted common inspection framework

Ofsted has published the slides used at the recent Nursery World conference, explaining the common inspection framework and what is different about it, including the prevent agenda, the promotion of fundamental British values, the use of the early years pupil premium, monitoring attendance, measuring the progress of different groups of children, and preparing children to be 'school ready'.

Further information can be found: <http://www.slideshare.net/Ofstednews/thenurseryworldshow2016>

The new education white paper: a summary

The Secretary of State for Education, Nicky Morgan, has presented a new white paper to parliament, which sets out the government's plans for education over the next five years.

The white paper states that, whilst significant progress has been made in improving the English education system, this progress isn't being felt everywhere. The government is taking the approach of what it terms 'supported autonomy', with the aim of driving up standards for all, by ensuring that extra support is available for schools and leaders to draw on where it is needed, while it is needed. The white paper seeks to take the reforms (which aim for a school-led system) to the next level – supporting improvement by building capacity and creating the conditions that will allow schools in all areas to use their freedom effectively.

The following sections summarise the key points from each of the seven areas set out above (source: DfE). **(Highlighted text in bold is our emphasis)**

Great teachers

Schools will continue to play the central role in the management, training, retention, development, pay and performance-management of existing teachers, particularly as more schools become academies. In turn, work to strengthen school leadership will support more, better leaders to help improve retention.

The government will:

- Help schools to ensure that enough talented teachers are recruited wherever needed, and help schools to build a diverse workforce, with more opportunities for teachers to work flexibly including through part-time work and job-sharing;
- Strengthen university and school-led training, increasing the rigour of ITT content **with a greater focus on subject knowledge and evidence-based practice;**
- Continue to **move to an increasingly school-led ITT system which recruits enough great teachers in every part of the country,** so that the best schools and leaders control which teachers are recruited and how they are trained;
- **Introduce new quality criteria for ITT providers and allocate training places accordingly, providing greater certainty to the best providers – both school and university-led – by giving allocations over several years;**
- **Replace qualified teacher status (QTS) with a stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools.** This will raise the quality and status of the teaching profession and will better recognise advanced subject knowledge and pedagogy that is rooted in up-to-date evidence;
- Help schools by ensuring that great teachers are encouraged to work where they are most needed, including through the National Teaching Service;
- Introduce **a new Standard for Teachers' Professional Development to help schools improve the quality of CPD;**

- Support the establishment of an independent College of Teaching; continuing to reduce unnecessary workload; and increasing teachers' access to and use of high quality evidence – **including supporting the establishment of a new peer-reviewed British education journal**; and continuing to work in partnership with the Education Endowment Foundation to expand its role in improving and spreading the evidence on what works in education.

Great leaders

The government's changes are designed to empower and extend the reach of the best leaders; and to support the school-led system to better develop and train the next generation of strong school and system leaders.

The government will:

- **Encourage more leadership development training to be delivered by successful schools – including teaching school alliances and multi-academy trusts (MATs)**, both of which will grow in areas where they are most needed;
- **Convene experts to redesign voluntary, world-class National Professional Qualifications to prepare leaders more effectively for the full range of leadership roles** in the new schools system;
- **Rebalance incentives so that great leaders are not discouraged from working in challenging schools, through a greater emphasis on progress in the accountability system and by introducing 'improvement periods'**, during which schools will not be inspected by Ofsted and thereby ensuring time for sustained improvement;
- Introduce the new National Teaching Service to support elite teachers and strong middle leaders to move to work in some of the nation's most challenging areas aligning this with existing targeted leadership programmes for maximum impact;
- Launch an **Excellence in Leadership Fund for the best MATs and other providers to develop innovative ideas to tackle significant leadership challenges** in areas where great leaders are most needed;
- **Support schools to develop a strong and diverse pipeline of great school and system leaders**, funding activity aimed at groups who are under-represented in leadership positions like women and lesbian, gay, bisexual or transgender candidates or those from a black and minority ethnic background;
- **Create stronger expectations on governing boards to fill skills gaps, including through training, with help to recruit skilled people; develop a new competency framework for governance in different contexts; and establish a database of everyone involved in governance.** The government intends to legislate so that it can bar unsuitable individuals from being governors or maintained schools.

Every school an academy; a clearly defined role for local government

By the end of 2020, all schools will be academies or in the process of becoming academies; and by the end of 2022, local authorities will no longer maintain schools.

The government will:

- **Continue to encourage high performing maintained schools to put forward applications to become academies by 2020;**
- Implement measures in the Education and Adoption Act so that **all inadequate schools become sponsored academies and coasting schools are tackled for the first time;**
- Take **powers to direct schools to become academies in underperforming local authority areas or where the local authority no longer has capacity to maintain its schools;** or where schools have not yet started the process of becoming an academy by 2020;
- Build sponsor capacity; **speed up the process of conversion to academy status, and work with the Church of England; Catholic Church and other faith groups to support Church and faith schools to become academies;**
- Promote greater collaboration between schools, particularly through multi-academy trusts, **which the government expects most schools will join;**
- Ensure that the future school system is dynamic, responding to success and failure, and that RSCs intervene promptly where academies or MATs are underperforming;
- Build on **the success of the free school programme to open 500 new schools by 2020;**
- Engage MATs, sponsors, academies, dioceses and the wider schools sector to create a legal framework for academies that is fit for purpose for the long term;
- **Help parents to support their child's education and navigate the schools system, through a new Parent Portal;**
- Ensure school complaints and admissions are clear and fair for all parents and children;
- **Define the role of local authorities in education: ensuring every child has a school place, that the needs of all pupils are met, and championing parents and the local community. Local authorities will step back from maintaining schools and school improvement;**
- Review the responsibilities of local authorities in relation to children, including the implications for the roles of the Director of Children's Services and the Lead Member for Children, in light of the policy changes set out in this white paper.

Preventing underperformance; and school-led improvement

Extra support will be provided to stimulate activity in areas of the country where schools are falling behind, building capacity to deliver long term, sustainable self-improvement where it is most needed.

The government will:

- **Enable the best leaders to play a wider role by transferring responsibility for school improvement from local authorities to school and system leaders** to spread expertise and best practice;
 - Ensure **all schools in all areas can choose to access support, collaboration and best practice through full coverage of system leaders** across the country;
 - **Improve how the government designates system leaders (teaching schools and NLEs) by introducing a more sophisticated approach based on timely and accurate data** rather than relying heavily on Ofsted judgements;
 - Ensure that the work of system leaders is focused, purposeful and evidence-based, and the **right incentives and brokerage are in place to encourage them to work with vulnerable schools;**
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- Provide **targeted funding for system leaders to build capacity through school-to-school support and for RSCs to intervene in failing and coasting schools;**
- Ensure that there are **enough strong academy sponsors available where they are needed, and build sponsor capacity for the long term;**
- Place a sharp **new focus on 'Achieving Excellence Areas' – where too few children have access to a good school and there are insufficient high quality teachers, leaders, system leaders and sponsors** – to enable the school-led system to deliver rapid and sustainable improvement.

High expectations and a world-leading curriculum for all

Every child should receive a 21st century education that equips them with the knowledge and character necessary for success in modern Britain.

The government will:

- Continue to equip schools to embed a knowledge-based curriculum as the cornerstone of an excellent, academically rigorous education to age 16; establishing the national curriculum as an ambitious benchmark that autonomous academies can use and improve on;
- Increase support for teachers to deliver this stretching curriculum effectively, including by **encouraging greater use of evidence-based teaching materials to raise standards and cut unnecessary workload;**
- Reform primary assessment to help ensure every child leaves primary schools with the essential building blocks to succeed at secondary;
- Continue to embed reforms to assessment and qualifications, including more robust and rigorous GCSEs and A levels; and the expectation that the vast majority of pupils will study the English Baccalaureate;
- Ensure a knowledge-based curriculum is complemented by the development of the character traits and fundamental British values that help children succeed, and **make available funding so that it is easier for 25% of secondary schools to extend their school day to include a wider range of activities, such as sport, arts and debating;**
- Publish a **strategy for improved careers provision for young people and further support The Careers & Enterprise Company;**
- Help schools provide the right support for children of all abilities; stretching their lowest-attaining and most academically able pupils and focusing on the outcomes and experiences of all children and young people with special educational needs and disability;
- **Reform the alternative provision system so that mainstream schools remain accountable for the education of pupils in AP and are responsible for commissioning high quality provision.**

Fair, stretching accountability

Fair, robust, ambitious accountability is vital to monitor standards in schools, identify schools and areas that need extra support, and ensure children receive the education they deserve.

The government will:

- Embed reforms to primary, secondary and 16-19 accountability that focus on the progress of all pupils, and their destinations; and highlighting where a school is doing better for a child than the same child would have done elsewhere;
- Work with Ofsted to ensure inspection is fair and increasingly focused on underperformance, where it can add most value. **Ofsted will consult on removing the separate graded judgements on the quality of teaching, learning and assessment to help clarify that the focus of inspection is on outcomes and to reduce burdens on schools and teachers;**
- Launch new accountability measures for MATs, **publishing MAT performance tables in addition to the continued publication of, and focus on, inspection and performance data at individual school level;**
- Publish improved and **more accessible school performance data to inform school choice and help parents and governing boards to hold schools to account;**
- Ensure RSCs are able to commission support and intervention for schools identified as underperforming. Headteacher Boards will provide an important check and balance for academy leader to scrutinise and challenge the decisions of RSCs.

The right resources in the right hands

Fairer and clearer funding of schools based on the needs and characteristics of pupils, and the best use of these funds.

The government will:

- **Introduce new, fair national funding formulae for schools**, and for allocating high needs funding to local authorities for special educational needs and alternative provision;
- Improve the effectiveness of pupil premium spending by encouraging schools to adopt evidence-based strategies, drawing on evidence from the EEF;
- Support schools to improve their financial health and efficiency through tools, guidance and **direct support such as training and better national frameworks for procurement;**
- Improve and maintain the school estate to ensure that those responsible for school buildings get a fair share of funding and have the right incentives to make effective use of the school estate. Continue to rebuild and refurbish schools in the worst condition across the country.

Further details can be found in the white paper: <https://www.gov.uk/government/publications/educational-excellence-everywhere>; and in the associated press release: <https://www.gov.uk/government/news/nicky-morgan-unveils-new-vision-for-the-education-system>; and Nicky Morgan's speech: <https://www.gov.uk/government/speeches/nicky-morgan-educational-excellence-everywhere>



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